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ABSTRACT

This report contains a study of the feasibility of establishing a major hemispheric studies center affiliated with a consortium of public and private institutions of higher education. The purpose of the Center will be to study hemispheric policies related to social science, commerce, and cultural issues confronting the Western Hemisphere. The report includes an assessment of the need for the Center; a determination of the viability of the Center; a description of the most efficient means for operating the Center; an identification of other postsecondary resources that might contribute to the goals of the Center; and an enumeration of the costs of establishing and maintaining the Center. In conclusion the study finds the Center to be both feasible and desirable and makes the following recommendations: (1) the Center should serve as a clearinghouse for hemispheric relations within Florida; the emphasis should be on developing and facilitating cooperative activities and resource networks involving business and academic institutions and other communities; the development of professional and technical training programs; and the analysis of factors involving hemispheric economic development; (2) the Center should draw on the academic resources of all of Florida's public and private postsecondary institutions; (3) the Board of Directors should be appointed by the Governor and consist of prominent members of the business, professional, governmental, and health and human services communities in Florida, in the nation, and in other hemispheric countries; (4) the Center should be located in Dade County; (5) the Executive Director should chair a permanent task force which would constitute a consortium of institutions in Florida with involvement in and commitment to hemispheric affairs; (6) the Florida Legislature should appropriate $140,500 to the Center for first-year operations; and (7) the Florida Department of Education should serve as fiscal agent for the Center. (APG)

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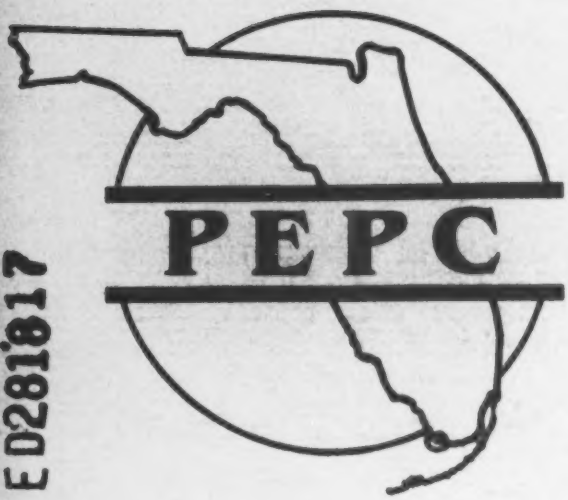


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# FEASIBILITY OF ESTABLISHING A MAJOR HEMISPHERIC STUDIES CENTER

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## Report and Recommendations of the Postsecondary Education Planning Commission

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1987 - REPORT 2

## POSTSECONDARY EDUCATION PLANNING COMMISSION

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The Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently given statutory authority, serves as an advisory body to the State Board of Education on all postsecondary education matters. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation directed that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs and branch campuses of public postsecondary education institutions; reviewing public postsecondary education budget requests for compliance with the State Master Plan; recommending to the Commissioner of Education proposals for support through the Postsecondary Cooperation Trust Fund; and periodically evaluating the State's 28 regional coordinating councils for vocational education, adult general education and community instructional services.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 304 Knott Building, Department of Education, Tallahassee, Florida, 32301; telephone (904) 488-7894.

POSTSECONDARY EDUCATION PLANNING COMMISSION

# Feasibility of Establishing
# A Major Hemispheric Studies Center

Prepared in Response to
Section 8, Chapter 86-139,
Laws of Florida
and
Specific Appropriation 521A
of the
1986 General Appropriations Act
(Chapter 86-167, Laws of Florida)

1987 - Report 2



January 15, 1987

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## EXECUTIVE SUMMARY

### Commission Charge

The 1986 Legislature in Senate Bill 449 directed the Postsecondary Education Planning Commission to

> study the feasibility of establishing a major hemispheric studies center affiliated with a consortium of public and private institutions of higher education for the purposes of studying hemispheric policies related to social science, commerce, and economics, and addressing the intellectual, commercial, and cultural issues confronting the Western Hemisphere. The study shall be conveyed to the President of the Senate and the Speaker of the House of Representatives no later than February 1, 1987. Such study shall include, but not be limited to:
>
> (1) An assessment of the need for the center.
>
> (2) A determination of the viability of the center.
>
> (3) A description of the most efficient means for operating the center.
>
> (4) An identification of other postsecondary resources that might contribute to the goals of the center.
>
> (5) An enumeration of the costs of establishing and maintaining the center.

Interest in Florida in establishing a hemispheric studies center dates back a number of years. Over the last five years the International Center of Florida, the Florida Board of Regents, and the Department of Education have held discussions about the establishment and funding of a hemispheric studies center in Florida. The 1984 Kissinger Report on Central America further stressed the increasingly strong economic ties linking the United States with Latin America. Former Governor Graham also had a number of meetings with Congressman Dante Fascell about the possibility of securing federal funds to support such a center.

### Commission Activities

In September 1986, the Chairman of the Commission directed the Program Committee to produce a report for the full Commission on the feasibility of establishing a major hemispheric studies center. The Commission adopted this report at the January 1987 Commission meeting.

Staff undertook activities in five areas to provide background information to support the Commission in its deliberations:

1. Information was gathered from public and private colleges and universities in Florida on existing hemispheric area studies centers and other related programs and activities.

2. A series of structured interviews were conducted with members of the business, social services and governmental communities in Florida, with particular interest in hemispheric activities to determine need for and interest in a major hemispheric studies center.

3. A series of structured interviews were conducted with members of the governmental, business and academic communities in several of the countries in the hemisphere to determine interest in a major hemispheric studies center.

4. Information was gathered on the mission, governance structure, programmatic activities and budget of analogous centers in other states.

5. Dr. Susan Purcell, Director of the Latin American Program at the New York-based Council on Foreign Relations, was engaged as an external consultant to prepare an analysis of need.

6. Public hearings were held in Orlando and Miami to receive testimony from interested parties.

In developing background information for the Committee, Commission staff met with and received valuable input from the State Board of Community Colleges, the Board of Regents, the International Education Office of the Department of Education, and the Florida Commission on International Education.

**Commission Findings**

There exists continuing and at times alarming political and economic uncertainty in the Western Hemisphere. As noted in the Kissinger report on Central America, many Latin American countries are experiencing profound financial problems with a lowering of already low standards of living. Political uncertainty in the region is creating a security and political problem for the United States. At the same time, Florida is benefitting from increasingly strong trade and financial interactions with other countries of the hemisphere making hemispheric commerce one of the strongest sectors of Florida's economy and offering extremely promising opportunities for future growth. Because of its cultural, economic, demographic and geographic ties, Florida is disproportionately impacted by events in the hemisphere, particularly in Latin America and the Caribbean. To that extent, Florida has the opportunity and the responsibility to exert a leadership role in policy development in relation to other countries and to the United States government.

The public and private higher education institutions in Florida constitute an important and varied set of resources for activities related to the hemisphere. However, at present, these resources are not being utilized as profitably as possible to address problems of hemispheric relations or to support the growth of Florida's international business community.

The largest existing hemispheric policies center in the State, the University of Florida Center for Latin American Studies, with the most extensive and diversified set of resources, is in the northern part of the state and has not traditionally had close ties with the South Florida international business community. The two institutions of higher education in Miami with important hemispheric centers, Florida International University and the University of Miami, together constitute an impressive array of expertise. However, cooperation between the two Miami institutions and between them and the University of Florida has not been optimal in the past. Furthermore, the smaller but nevertheless important resources of other educational institutions in the State have not been drawn upon as fully as possible. A mechanism that would make better use of the strengths of all the institutions while minimizing academic rivalries would make more profitable use of the considerable public and private sums already being expended to support these academic programs.

The Commission concludes that the establishment of a hemispheric studies center in Florida would be of significant benefit to the State by providing support to strengthen the increasingly important international business sector in Florida and by making better use of state resources already dedicated to the academic sector. The consultant, who was charged specifically with interviewing representatives of Florida's business sector, confirmed that a hemispheric center would "help strengthen cooperation between the academic and private sector institutions and help both avoid wasteful overlap of activities and make better use of limited resources."

The Commission in its deliberations reviewed other sectors besides the commercial and financial and likewise found opportunities for improving Florida/hemispheric relations in areas such as development issues, immigration policies, tropical agriculture, tropical medicine, tourism, telecommunications and public health.

The purpose of the Center should be to serve as a clearinghouse for information and activities dealing with hemispheric relations within the State. It would also serve to aid in the coordination and prioritizing within the State of policy studies addressing intellectual, commercial and cultural issues confronting the Western Hemisphere. Emphasis should be on developing and facilitating cooperative activities and resource networks involving the business, academic and other communities such as needs assessments, the development of professional and technical training programs, the analysis of factors involving hemispheric economic development and the pursuing of external funding for academic or community-based activities. Timely announcements and comprehensive scheduling of related activities within Florida would be facilitated by the clearinghouse. Activities and areas of interest should be those relating specifically to Florida and its interaction with other hemispheric countries. It should maintain close ties with the Departments of State and Commerce and coordinate its activities with those of the Commission on International Education.

The Center's organizational structure should be designed to facilitate its goals. The Center should be a not-for-profit corporation with an appointed Board of Directors and an Executive Director appointed by the Board. The Board of Directors should be drawn from the public-at-large and from other

hemispheric countries. Representatives of the professional, business, academic, governmental, and health and human services communities in Florida and in other hemispheric countries should be appointed to the Board. The Center should be free of ideological bias in its policy studies activities. To ensure the full employment of the considerable resources of Florida's public and private educational institutions in the activities of the center, the Director should chair a permanent task force consisting of representatives of the higher education institutions with significant expertise in and commitment to hemispheric affairs. The task force should be a working group to advise the Board and staff in the areas of policy studies coordination and program implementation. The Board of Directors should establish criteria for eligibility for membership on the task force. The Center should provide support for the Florida/Latin American Institute linkage programs through the sharing of information and cooperative activities.

The location of the center should be in Dade County. Because of the large international business community, the extensive Hispanic community, and the familiarity of people from other countries with the Miami area, Dade County would serve as the best site for such a center. However, activities of the center could be held in other parts of the State as appropriate.

The level of state funding should be modest but sufficient to provide ongoing support for professional and clerical staff and to underwrite the costs of a clearinghouse function. The Commission does not recommend funding for a "major" hemispheric center using the East-West Center model involving large permanent facilities and multi-million dollar operating budgets. A more useful analogy would be the Center for Advanced Studies of the Americas (CASA) in Washington, D.C. that has an annual budget of $200,000.

State funding for the Center should occur in two phases. An initial appropriation of $140,500 should be made to provide for the start-up costs and staffing to include a Director and a secretary. Working with the Director, the Board should develop a detailed plan of action for the Center with a supporting schedule and implementation budget and submit it to the Legislature the following year. The State should support the operational costs of the clearinghouse function but other sources of support should be sought for programmatic activities.

The Center should not be located at a site associated with any one academic institution. A site that is accessible to business and professional people and accessible to visitors from other hemispheric countries should be selected.

The Commission disagreed with the consultant about authorizing the center to grant certificates to students taking courses at the affiliated institutions. Because of Florida's strong articulation policies, students have traditionally been able to transfer credit well even among public and private institutions. Furthermore, the Commission voiced concern about emergence over time of an autonomous academic institution with degree-granting authority. Degrees and certificates in hemispheric studies should continue to be granted by the existing institutions.

Such a center, as envisioned, would be flexible enough to grow under strong leadership into a major hemispheric center if need for one became evident in the future. Likewise, such a Center would be competitively poised to attract federal funding for a major hemispheric studies center if funds became available in the future.

**Commission Recommendations**

The Commission finds the establishment of a hemispheric studies center affiliated with a consortium of public and private institutions of higher education to be both feasible and desirable and therefore makes the following recommendations:

1. A Hemispheric Studies Center should be established to serve as a clearinghouse for information and activities dealing with hemispheric relations within the State. It would also serve to aid in the coordination and prioritizing within the State of hemispheric policy studies addressing intellectual, commercial and cultural issues confronting the Western Hemisphere. Emphasis should be on developing and facilitating cooperative activities and resource networks involving the business, academic and other communities such as the development of professional and technical training programs and the analysis of factors involving hemispheric economic development. Timely announcements and comprehensive scheduling within Florida would be facilitated by the clearinghouse. Activities and areas of interest should be those relating specifically to Florida and its interaction with other hemispheric countries.

2. The Center should draw upon the academic resources of all of Florida's public and private postsecondary institutions in its activities. However, it should not be involved in the direct delivery of credit instruction nor the granting of degrees.

3. The Board of Directors should be appointed by the Governor and should consist of prominent members of the business, professional, governmental, and health and human services communities in Florida, nationally and in other hemispheric countries.

4. The Center should be located in Dade County on a site accessible to citizens from other hemispheric countries and not affiliated with any one academic institution.

5. The Executive Director should chair a permanent Task Force which would constitute a consortium of institutions in Florida with significant involvement in and commitment to hemispheric affairs. The Board of Directors should develop criteria for eligibility for membership on the Task Force. The Task Force should serve in an advisory function to the Executive Director and Board on policy studies coordination and program implementation.

6. The Legislature should appropriate $140,500 to operate the Center for the initial year. The Center should develop a plan of action with a schedule and implementation budget to support a Center as defined in this report. The plan should be submitted to the Legislature the following year.

7. The Department of Education should serve as fiscal agent for the Center and should convene the first meeting of the Center Board of Directors.

# I. INTRODUCTION

The 1986 Legislature in Senate Bill 449 directed the Postsecondary Education Planning Commission to

> study the feasibility of establishing a major hemispheric studies center affiliated with a consortium of public and private institutions of higher education for the purposes of studying hemispheric policies related to social science, commerce, and economics, and addressing the intellectual, commercial, and cultural issues confronting the Western Hemisphere. The study shall be conveyed to the President of the Senate and the Speaker of the House of Representatives no later than February 1, 1987. Such study shall include, but not be limited to:
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>
> (5) An enumeration of the costs of establishing and maintaining the center.

## A. BACKGROUND TO LEGISLATIVE CHARGE

Interest in a policy-oriented Latin American or hemispheric studies center has existed in Florida for a number of years.

Center Campus Cooperative Project - In 1982, the International Center of Florida, a major voice for South Florida's international business community, engaged a consultant to investigate the feasibility of establishing a Center-Campus Cooperative Project involving the University of Miami and Florida International University. The project would serve as a vehicle to pool the academic resources of both universities in Latin American affairs and as a vehicle to connect the academic community in Miami with the business and professional communities. The consultant recommended implementation of the cooperative project and proposed two functional areas: (1) information organization and dissemination, and (2) information production. No detailed analysis of the cost was undertaken, but the report stated that an annual budget covering only professional salaries would be around $104,000.

Though the consultant's report was not acted upon and there was not complete agreement with its conclusions, the following points were made that have a bearing on this report.

1. South Florida and Miami, in particular, have emerged as a key linkage point in trade and finance between the U.S. and Latin America, including the Caribbean, and their importance will continue to grow.

2. The movement of refugees from the greater Caribbean basin area is extensive and is likely to continue.

3. Whatever decisions are made concerning cooperative activities, the existing programs at the different institutions should continue to develop the quality of their programs, avoiding program duplication where possible.

4. Given the limited cooperation and even rivalry between the two institutions that has existed in the past, a cooperative relationship should be organized and managed from a "neutral" organizational base.

5. Both institutions would gain from a broader range of collaborative efforts.

Kissinger Report on Central America - The 1984 report of the National Bipartisan Commission on Central America, better known as the Kissinger Report, documented a "hemisphere in transformation." The Report defined the shared interests between the United States and the other hemispheric countries: a shared colonial past, economic interests with Latin America accounting for more than 15 percent of U.S. exports and imports, vital interests in the Panama Canal as an artery of international commerce, the presence of some of the most advanced and diversified economies in the developing world (Argentina, Brazil, Mexico and Venezuela) as well as some of the most heavily burdened with debt, the large number of U.S. citizens of Latin origin, and the "transcontinental sweep of the Southern United States that stretches from Miami to Los Angeles" home to many of the fastest growing urban areas and high technology industries resulting in an easy flow of information and constant travel for business, education, pleasure and employment. The Report also warned about the dangers of "widespread ignorance about the area in this country."

The Report defines two areas of critical concern to the United States: the economic and political.

> First, the commanding economic issue in all of Latin America is the impoverishment of its people. The nations of the hemisphere -- not least those of Central America -- advanced remarkably throughout the 1960's and 1970's. Growth was strong, though not nearly enough was done to close the gap between the rich and the poor, the product of long-standing economic, social and political structures.
>
> But then the situation turned down. Imported energy costs went up in the 1970's, while commodities prices fell. The developed countries went into recession. Many Latin American governments responded by borrowing in the hope that an early revival would allow them to carry their newly expanded indebtedness. Instead, the cost of servicing that

debt began to rise rapidly, as international interest rates -- spurred by anti-inflationary monetary policy in the U.S. -- shot upwards. The nations of Latin America -- including key countries in Central America -- were forced to alter course sharply, cutting public expenditures on schools, health services, and roads, restraining growth and personal incomes, slashing imports and raising taxes along with exchange rates. The consequence has been that standards of living, already low in comparison to the developed world and badly skewed, have been cut back across the board.

What appears to the international financial system as a debt crisis has a profound human dimension in the area of this Commission's primary concern, as it does throughout Latin America. Joblessness is up. Malnutrition and infant mortality have escalated.

Second, the political challenge in the hemisphere centers on the legitimacy of government. Powerful forces are on the march in nearly every country of the hemisphere, testing how nations shall be organized and by what processes authority shall be established and legitimized. Who shall govern and under what forms are the central issues in the process of change now under way in country after country throughout Latin America and the Caribbean.

The issue is not what particular system a nation might choose when it votes. The issue is rather that nations should choose for themselves, free of outside pressure, force or governance and different political economies. The Soviet-Cuban thrust to make Central America part of their geostrategic challenge is what has turned the struggle in Central America into a security and political problem for the United States and for the hemisphere.

Though the Report's recommendations dealt primarily with Central America, its note of urgency was extended to all hemispheric relations.

Board of Regents Concept Paper - The Florida Board of Regents staff in 1984 drafted a concept paper for a hemispheric center of the Americas at the request of Governor Graham. The paper proposed a center to be federally funded, located in Miami but with linkages to other southern border states and governed by participating Florida institutions on a rotating basis. The Governor had requested the paper in preparation for conversations with Congressman Dante Fascell on the availability of federal funding.

Activities of the proposed center would have included:

1. Policy oriented research, dialogue, and short term training related to the economic, agricultural, technical, educational, environmental, medical (public health) social, and cultural issues of the Hemisphere.

2. Collection and dissemination of research and information to scholars, decision makers and other appropriate constituencies of the Hemisphere.

3. Scholarships for the exchange of scholars, students, researchers, and participants in training programs. The Center would coordinate placement and training of practitioners at various levels.

The budget was estimated to be $10,000,000 annually. Though Congressman Fascell demonstrated interest in the proposed center, no federal funds have become available.

Department of Education Report on International Education and Economic Development - The 1983 Florida Legislature directed the Department of Education, in consultation with the Department of Commerce, to examine the State's postsecondary resources in international education and to develop a comprehensive plan for more effective use of these academic resources in meeting Florida's growing international economic development needs. The report, entitled International Education and Economic Development in Florida: Challenge for the 21st Century, included a survey of international education programs at the State's public and private postsecondary educational institutions and a summary of seven area conferences involving representatives of international businesses, public and private postsecondary education and local government. The report had three general conclusions:

1. Florida is endowed with a wealth of international resources and state policies should be developed that will help marshal these global resources to enhance the State's competitive advantage.

2. Tremendous opportunities exist for establishing cooperative working arrangements among the business, educational and public sector representatives.

3. The State has a responsibility to play a leadership role in promoting international education and economic development thus ensuring a strong rate of return on both economic and human resource development.

The report made specific recommendations in five areas. Among these, in the area of State government and policy planning, the report recommended that "the State of Florida, through the Office of the Governor and in cooperation with the State's public and private universities and colleges, should vigorously pursue federal funds to establish a "north-south" center. This center would be responsible for conducting research germane to a better understanding of the social, political, economic and other issues affecting relationships, ties, and cooperation between nations in North America, the Caribbean and Latin America."

Analogy with the East-West Center in Hawaii - Legislative staff also reported that the East-West Center had been mentioned as a possible model for a hemispheric, or North-South Center. The East-West Center was established in 1960 by the U.S. Congress to promote better relations and understanding among

the nations of Asia, the Pacific, and the United States through cooperative study, training and research. A more complete analysis of the Center is included later in this report.

**B. COMMISSION ACTIVITIES**

In September 1986, the Chairman of the Commission directed the Program Committee to produce a report for the full Commission on the feasibility of establishing a major hemispheric studies center. The Commission adopted this report at the January 1987 Commission meeting.

Staff undertook activities in five areas to provide background information to support the Commission in its deliberations:

1. Information was gathered from public and private colleges and universities in Florida on existing hemispheric area studies centers and other related programs and activities.

2. A series of structured interviews were conducted with members of the business, social services and governmental communities in Florida, with particular interest in hemispheric activities to determine need for and interest in a major hemispheric studies center.

3. A series of structured interviews were conducted with members of the governmental, business and academic communities in several of the countries in the hemisphere to determine interest in a major hemispheric studies center.

4. Information was gathered on the mission, governance structure, programmatic activities and budget of analogous centers in other states.

5. Dr. Susan Purcell, Director of the Latin American Program at the New York-based Council on Foreign Relations, was engaged as an external consultant to prepare an analysis of need.

6. Public hearings were held in Orlando and Miami to receive testimony from interested parties.

In developing background information for the Committee, Commission staff met with and received valuable input from the State Board of Community Colleges, the Board of Regents, the International Education Office of the Department of Education, and the Florida Commission on International Education.

## II. BACKGROUND INFORMATION

### A. STATE EDUCATIONAL POLICIES INVOLVING HEMISPHERIC ACTIVITIES

**Definition of Hemispheric**

The proviso language refers to "hemispheric" studies center and also to the "Western Hemisphere." The Commission determined that the Western Hemisphere, that is to say North America, South America, Central America and the Caribbean, were the areas comprised in the legislative charge.

**The Role of Florida vis-a-vis the Western Hemisphere**

The Commission reviewed the role of the State in regards to Latin America, the Caribbean and Canada and concluded that the State has a very unique role in a number of areas.

The most important hemispheric area for Florida is Latin America. The influence of Latin America on the social and economic life of Florida is significant and growing. Florida has the fourth largest Hispanic population in the U.S. after California, Texas and New York. The 1980 U.S. Census reports that 8.8 percent of Florida's population is Hispanic. The breakdown of the populations is as follows:

| | | |
|---|---|---|
| Mexican | 75,734 | (.8%) |
| Puerto Rico | 95,663 | (1.0%) |
| Cubans | 470,250 | (4.8%) |
| Other Spanish | 217,397 | (2.2%) |

The category of "Other Spanish" includes persons from Spain and the Spanish speaking countries of South and Central America and the Caribbean. Only California, New York and New Mexico have more "Other Spanish" residents than Florida. The Census Bureau claims that the number of Hispanics in the U.S. will continue to grow because of the high fertility rate among Hispanics and the increasing immigration from Latin American countries. Before the end of the century, Hispanics are predicted to be the largest minority group in Florida. The Hispanic presence in Florida is evident in many ways, not the least of which is a large concentration of bilingual adults in the workforce.

The Hispanic presence has had a significant impact on the economic life of the state. It is primarily evident in Florida's trade, tourism, foreign investments and Hispanic owned businesses. According to the Bureau of Economic Analysis, Department of Commerce, over the last decade Florida has gained worldwide recognition as an international trade center. Firms from many countries, active in international trade, have located in Florida because of its accessibility to foreign markets, particularly in Latin America and the Caribbean. South Florida has become a major international finance and commercial center which is buoyed by a large Hispanic and bilingual population. The City of Miami alone has almost 100 banking institutions which provide services such as assisting in locating new markets; advising on economic and political climate and trade regulations and restrictions; providing letters of introduction for businessmen traveling to Latin American

countries; and financing exports or assisting in locating other sources of financing. In addition, South Florida has thousands of freight forwarders who transport merchandise to all parts of Latin America. With the handling of 2.3 million tons of cargo, it is the seventh largest cargo port in the nation. It has also become the largest cruise passenger port in the world with 2.2 million passengers per year. Miami International Airport ranks second in the nation in facilitating the transportation of exports by air. It accommodates more air carriers (80) than any other airport in the world with 20 million passengers per year (37% international) and 575,000 tons (72% international) in air cargo per year.

International trade activity in Florida has more than tripled since 1975, climbing to a record high of $20.2 billion for 1985. Almost half of that amount is due to trade with Latin America. Table 1 indicates, approximately 70 percent of Florida's total exports go to South America, Central America and the Caribbean.

## TABLE 1

## 1985 FLORIDA INTERNATIONAL TRADE YEAR END REPORT
## EXPORTS

| NORTH AMERICA | TAMPA | MIAMI | TOTAL |
|---|---|---|---|
| GREENLAND | $0 | $0 | $0 |
| CANADA | $111,509,362 | $66,260,695 | $177,770,057 |
| ST.PIERRE & MIQUELON | $0 | $0 | $0 |
| MEXICO | $137,867,964 | $75,559,512 | $213,427,476 |
| GUATEMALA | $16,173,693 | $123,468,720 | $139,642,413 |
| BELIZE | $5,111,464 | $22,507,507 | $27,618,971 |
| EL SALVADOR | $10,642,092 | $115,433,696 | $126,075,788 |
| HONDURAS | $17,212,102 | $121,650,874 | $138,862,976 |
| NICARAGUA | $0 | $21,414,682 | $21,414,682 |
| COSTA RICA | $28,377,393 | $215,032,560 | $243,409,953 |
| PANAMA | $11,913,762 | $238,887,658 | $250,801,420 |
| BERMUDA | $30,985,713 | $374,996 | $31,360,709 |
| BAHAMAS | $2,118,512 | $401,745,131 | $403,863,643 |
| CUBA | $0 | $961,500 | $961,500 |
| JAMAICA | $3,025,920 | $162,250,480 | $165,276,400 |
| TURKS & CAICOS ISLANDS | $0 | $6,637,300 | $6,637,300 |
| CAYMAN ISLANDS | $5,067,441 | $50,991,261 | $56,058,702 |
| HAITI | $1,892,779 | $226,624,644 | $228,517,423 |
| DOMINICAN REPUBLIC | $17,234,018 | $256,163,434 | $273,397,452 |
| LEEWARD & WINDWARD IS. | $1,682,355 | $99,772,537 | $101,454,892 |
| BARBADOS | $312,530 | $86,311,615 | $86,624,145 |
| TRINIDAD AND TOBAGO | $936,557 | $230,230,590 | $231,167,147 |
| NETHERLANDS ANTILLES | $20,318 | $164,719,886 | $164,740,204 |
| FRENCH WEST INDIES | $22,617 | $13,475,603 | $13,498,220 |
| TOTALS = | $402,106,592 | $2,700,474,881 | $3,102,581,473 |
| PERCENTAGE OF TRADE = | 15.11% | 45.84% | 36.28% |

| SOUTH AMERICA | TAMPA | MIAMI | TOTAL |
|---|---|---|---|
| COLOMBIA | $52,786,136 | $467,519,653 | $520,305,789 |
| VENEZUELA | $215,744,431 | $1,037,844,604 | $1,253,589,035 |
| GUYANA | $2,022,601 | $30,447,375 | $32,469,976 |
| SURINAME | $0 | $22,864,552 | $22,864,552 |
| FRENCH GUIANA | $1,731,183 | $2,605,618 | $4,336,801 |
| ECUADOR | $6,755,952 | $228,005,820 | $234,761,772 |
| PERU | $6,973,475 | $144,098,539 | $151,072,014 |
| BOLIVIA | $574,090 | $40,762,521 | $41,336,611 |
| CHILE | $28,222,093 | $115,056,656 | $143,278,749 |
| BRAZIL | $32,569,328 | $321,986,756 | $354,556,084 |
| PARAGUAY | $76,556 | $54,259,377 | $54,337,933 |
| URUGUAY | $9,480,414 | $9,551,434 | $19,031,848 |
| ARGENTINA | $16,466,269 | $108,004,544 | $124,470,813 |
| FALKLAND ISLANDS | $0 | $0 | $0 |
| TOTALS = | $373,404,528 | $2,583,007,449 | $2,956,411,977 |
| PERCENTAGE OF TRADE = | 14.03% | 43.85% | 34.57% |

| | | | |
|---|---|---|---|
| Total Exports = | $2,796,970,002 | $5,891,158,664 | $8,678,128,660 |

Florida Department of Commerce, Bureau of International Trade, April, 1986

Source: U.S. Department of Commerce, Bureau of the Census, EM563 (Microfiche)

Miami's growth in international business and trade is also reflected by the recent enormous growth in the number of international banking facilities which has reached 75 and is still growing. There are only 263 international banking facilities in the entire United States. The level of international business is also shown by the presence of more than 100 multinational corporations in Miami and the Miami Free Trade Zone.

In addition to the direct financial and trade linkages within other hemispheric countries, South Florida is increasingly becoming a focal point for Far East and European trade initiatives with Latin American. Because of the knowledge and expertise on Latin American commerce present in Miami coupled with a stable political and economic climate, the greater Miami area is increasingly an attractive meeting point for international business people seeking an extended involvement in Latin American affairs.

The United States Travel Service (USTS) reports that since the mid-1970s the number of foreign visitors to the U.S. has gradually increased and that proportionately the greatest increase has been among South Americans. Florida has registered a corresponding increase of foreign visitors, but the absolute number of South Americans far exceeds that of any other group, excluding Canadians. For example, in 1982, there were approximately 2,772,747 international arrivals to Florida, and of these 74 percent were from Latin America and the Caribbean. The largest number came from Venezuela, Colombia, Mexico and Brazil (Table 2).

**TABLE 2**

**1982 INTERNATIONAL ARRIVALS TO FLORIDA**

| | | |
|---|---|---|
| **CARIBBEAN** | | 857,820 |
| Bahamas | 271,376 | |
| Jamaica | 188,898 | |
| Other Caribbean | 397,546 | |
| **SOUTH AMERICA** | | 774,075 |
| Argentina | 24,846 | |
| Brazil | 130,977 | |
| Chile | 35,065 | |
| Columbia | 190,678 | |
| Peru | 62,387 | |
| Venezuela | 276,825 | |
| Other South America | 53,297 | |
| **EUROPE** | | 444,948 |
| Denmark | 2,497 | |
| France | 19,653 | |
| West Germany | 69,317 | |
| Spain | 44,152 | |
| Scandinavia* | 5,770 | |
| United Kingdom | 282,310 | |
| Other Europe | 23,499 | |
| **CENTRAL AMERICA** | | 416,156 |
| Mexico | 145,291 | |
| Other Central America | 270,865 | |
| **OTHER COUNTRIES** | | 2,473 |
| **ARRIVALS THROUGH OTHER U.S. GATEWAYS OUTSIDE OF FLORIDA** (i.e., Atlanta, New York) | | 277,275 |
| **TOTAL** | | 2,772,747 |

Source: Florida Visitor Study 1982, An Executive Summary.
Florida Division of Tourism.

It is estimated that in 1982 international visitors spent about $21,457,690,632 in Florida and that Latin Americans generated 74 percent of that expenditure.

The U.S. Department of Commerce classifies companies that have ten percent or greater foreign ownerships as foreign-owned, even though the foreign percentage may not be a controlling interest. Foreign investment in Florida includes banking, retail and manufacturing plants, land, real estate, and agriculture. The property, plant and equipment value of Latin American firms based in Florida is estimated to be $540 million. These firms employ almost 6,000 persons.

Many Hispanic-owned firms in the U.S. do a great deal of business with Latin America and the Caribbean. Thus, it is pertinent to mention that in 1984, a California-based business magazine reported that three of the five largest Hispanic-owned companies in the U.S. are based in Miami. These are: Recarey Enterprises Inc., Suave Shoes Inc., and Sedano's Supermarkets. In 1983 the three companies employed 3,857 person and their combined sales were $345 million. The top Hispanic-owned company in the nation, Goya Foods Inc., is based in New Jersey, but has major operations in Miami.

The impact of Latin America on world affairs is growing. One reason for this is that the population of South America is expected to double to 700 million people by 2005.

Florida also has very important ties with Canada. As many as 100,000 Canadians live and work in Florida as permanent residents. It is estimated that in most winters over 1.5 million Canadians vacation in Florida, some residing for the entire season.

Commercial ties are also important and growing. Banking, citrus and phosphate exports, real estate, and other investments, and the mutual exchange of manufactured goods are particular areas of interaction. Also, Florida sold almost a billion dollars worth of merchandise to Canada in 1985, much of it high-tech equipment.

## Hemispheric Relations and State Education Policies

Due in large part to the troubled political and economic climates recently in many Latin American countries, to the 1984 Kissinger report on Central America and to Florida's involvement in the federal Caribbean Basin Initiative Program, the State has sponsored a number of programs designed to improve relations with hemispheric countries, particularly those of the Caribbean Basin. In particular, the State has recognized the important role that can be played by the Department of Education and other state and local educational entities in advancing hemispheric relations.

In recent years the Legislature and the Department of Education have initiated a number of activities to gather information on international affairs activities in Florida's educational communities, to provide a structure to address international education issues and to develop formal educational linkages with other countries.

1984 International Education Study - The 1983 Legislature directed the Department of Education to examine the State's postsecondary resources in international education and develop a comprehensive plan for more effective use of academic resources in meeting Florida's international economic development needs. The Department submitted a report entitled International Education and Economic Development in Florida: Challenge for the 21st Century which called for affirming the increasingly international dimension of Florida's economy and the need for better linkages between the business and academic communities.

Latin American/Caribbean Scholarship Program - In 1984, the Legislature authorized a Latin American/Caribbean Scholarship program providing scholarships for talented and economically disadvantaged youths from Latin America and the Caribbean. The program attempts to strengthen north-south ties through investment in the education of the next generation of leaders and to thus assist Latin American countries with their development goals and democratic objectives. In 1986, the Legislature appropriated $300,000 to provide approximately 25 scholarships for students from the following areas: Panama, Costa Rica, Honduras, Dominican Republic, Jamaica, Haiti, Guatemala, Trinidad, and the Commonwealth Caribbean. Scholarships are for students who wish to study in areas related to the development needs of their respective countries. Recipients must be in need of financial assistance in accordance with the rules of the Department of Education. They must also have declared an intention of returning to their country of origin upon completion of their studies and of remaining there for at least the number of years equal to the number of annual awards received under this program. Development areas include: 1) agriculture, 2) education, 3) health and related services, 4) architectural engineering, 5) public and small business administration, 6) communications, 7) population and family planning, 8) energy resource development, and 9) vocational and technical training. Scholarships are awarded to those students who have been accepted at an eligible public or private college or university, or in an intensive English language institute prior to enrollment in an eligible institution. Ten students received funds from this program in 1984, 18 in 1985 and 11 in 1986.

International Education Bill - In 1986, the Legislature enacted Senate Bill 449, authorizing the implementation of a number of international education activities. This bill represents the first comprehensive legislative action in the area of international education. The following describes the new programs.

1. The Office of International Education was created to coordinate international education activities in cooperation with academic institutions and other agencies with funds provided by the Legislature for this purpose. The duties of the Office of International Education include: serving as an information clearinghouse on international education resources, compiling, maintaining, and disseminating a directory of international education resources, providing liaison with federal, state, and governmental agencies, as requested on issues related to international education, and administering the Latin American/Caribbean Basin Scholarship Program.

2. The Florida Commission on International Education was established for the purpose of planning, coordinating, and assisting educational agencies in the role of international education. The Commission is composed of 11 members, consisting of the Commissioner of Education, the Secretary of State, the Secretary of Commerce, the Executive Director of the Florida International Alliance, four members appointed by the Commissioner of Education to represent all levels of education in the State, and three members representing the international business community. The Commission is to advise the Governor, Legislature, and state boards of higher education on matters and activities related to international affairs, such as the Quincentenial Event of 1992, and of existing needs and resources related to international education.

3. The Florida International Volunteer Corps was established to place skilled volunteers in areas of technical need throughout the Caribbean Basin for short periods of time. The expertise of the state's business community, schools, universities and retired professionals are utilized to address social and economic needs of the region. The Department of Education has contracted with the Florida Association of Voluntary Agencies for Caribbean Action to facilitate the provision of volunteer services and programs. The FAVA/CA skillsbank, a registry of volunteer skills and interests, provides information on volunteers from Florida.

4. The Florida InterAmerican Scholarship Foundation has been established to provide private-sector support for the Latin American/Caribbean Scholarship Program. The Board of Trustees of the Foundation is composed of leading international/multinational corporate executives whose professional and personal experience in the region has led them to promote and support this effort. The Foundation provides a forum for private-sector insight and advisement on the development of the program as well as providing a vehicle for mobilizing interest and financial contributions from the business community in Florida.

Florida-Latin American Linkage Institutes - Another initiative, being coordinated by the Department of Education Office of International Education is the Florida-Latin American Linkage Institutes. To maximize Florida's diverse educational linkages to Latin America, three "umbrella" linkage institutes were proposed to focus the state's existing and developing interests on the major language regions of the area, Portuguese, Spanish, and English. The rationale behind the "institute" concept is to provide access and visibility for programmatic relations between all of Florida's public and private universities and community colleges, building on the strengths of programs presently in existence, and providing a conduit for the establishment of new relationships with institutions not presently involved.

The institutes represent agreements between the State University System and the State Board of Community Colleges with counterpart organizations of higher education in respective countries. Institutes in Florida are administratively hosted by a university in conjunction with a community college. The institutes do not constrain individual institutions from developing ties with Latin countries. The institutes assist in the development of cultural and commercial associations between Florida and these countries. An advisory committee representing public and private sector interests is established for

each Institute, ensuring state-wide focus. Representatives from the Board of Regents, the State Board of Community Colleges, the Department of State, and the Department of Commerce sit on each committee.

The first such Institute has been developed with Brazil. The Florida-Brazil Institute was established in April 1986 to strengthen educational, cultural and scientific ties between the State of Florida and Brazil. The Institute will allow Florida students to experience Brazilian culture and language first hand and promote closer ties between the Florida academic and business communities who share a mutual interest in Brazil. The program is co-hosted in Florida by the University of Florida and Miami-Dade Community College. The Universidade Federal de Fluminense in Rio de Janeiro serves as the host institution for Brazil. It is planned that each of these institutions will participate in a wide variety of activities including student and faculty exchange, on-site study of Brazilian culture and politics, Portuguese language training, conferences focusing on exchange of commercial activities, and cooperative research activities and exhibitions.

The second institute, the Florida-Costa Rica Institute is also underway. Florida State University and Valencia Community College serve as Florida host institutes. The third institute, involving the Caribbean, is under development at the present time.

Florida International Alliance - The Alliance was created in 1985 by the Legislature to assist the public and private sectors in Florida and enable the State to fulfill its role as a gateway to the Western Hemisphere. The primary goal of the Alliance is to foster awareness of the increasing importance of international relations to the State of Florida among the states' leadership. The Alliance is developing linkages between representatives of international concerns and services, the Florida political and business leadership, and the U.S. Department of State. By increasing the understanding of the complex global environment, fostered by the growing interdependence of the nations, the Alliance seeks to precipitate positive interaction among these factions and nurture mutual support.

## B. CURRENT HEMISPHERIC STUDIES ACTIVITIES IN FLORIDA

### Hemispheric Studies Centers

A review of the involvement of the State's higher education institutions in hemispheric studies identified three universities with significant institutional commitment and resources directed toward hemispheric policy studies.

The oldest and the largest hemispheric program in the State is the University of Florida Center for Latin American Studies in Gainesville. The formal program was initiated in 1931 and in 1962 it became eligible to receive federal support for area studies under Title VI of the National Education Act. The Center continues to receive such support and is the only Latin American studies program designated as a National Resource Center in the southeastern United States.

The Center grants an undergraduate certificate, a Master's degree and three graduate-level certificates. Students may choose from one of two tracks. The Master's program has an enrollment of approximately 50 full-time students, one-third of whom are from Latin America. The first track gives students a broad, traditional area studies education that includes a concentration in anthropology, economics, food and resource economics, geography, history, political science, Romance languages or sociology. The second track offers applied training with a thematic concentration in health delivery, mass communications, museum studies and conservation, natural resources management, population studies, regional analysis, rural development, social change, tropical agriculture, or urban development. The graduate certificate programs (for Master's, Ph.D. and J.D. candidates) enable students enrolled in departmental graduate degree programs to complement their training in another discipline with Latin American area and language courses.

There are over 170 Latin American courses offered at the University in 27 different departments. There are 100 affiliated faculty members and research is conducted in almost every country of Latin America. The Center has special research and training interests in the Caribbean, Brazil and the Amazon Basin, and Andean South America. The Latin American Collection of the University of Florida Libraries contains over 210,000 volumes and is considered one of the strongest holdings in the United States. A recent New York Times article included the Center among a handful of the most highly reputed Latin American centers at public institutions in the country.

The orientation of the Center is scholarly and within the mainstream of academe, but also engages in the study of a wide range of contemporary policy issues.

The second largest hemispheric program is the Latin American and Caribbean Center (LACC) at Florida International University which was established in 1979, and has approximately 60 affiliated faculty and offers a certificate program at the undergraduate level. The program's strength lies in the language and area studies faculty. Through research, teaching or administration, over 55 specialists associated with LACC dedicate part of their professional lives to the study of Latin America and the Caribbean. LACC supports individual and team research projects emphasizing the Caribbean and Central America, and themes such as migration, finance, trade and development, Caribbean regional relations, human rights, the urban environment and health, and the Miami-Latin American "link". The Center's offerings are strongly oriented to the social sciences but it also has affiliations with the Schools of Education and Business. A recent Board of Regents review of the program indicated that it suffered from the pressures of rapid growth noting in particular that its library holdings were barely adequate. The program has a particular emphasis on contemporary Latin American affairs and a strong public service component. The Center has taken excellent advantage of the community resources available in the Miami area to support its programs. The same review also noted the expectation of continued growth for the Center and suggested that it could reasonably expect to become in the future the best center in the United States for the study of contemporary Latin American affairs with a special emphasis on three areas: Latin American/U.S. commercial relations, economic and social development, and contemporary culture and politics.

The third largest program of hemispheric affairs is at the University of Miami. The InterAmerican Studies programs offers Master's and doctoral degrees and is the strongest of the three programs offered by the University of Miami's Graduate School for International Studies. In 1985, the program had an enrollment of 78 students and had 22 affiliated faculty members representing areas of architecture, marketing, finance, anthropology, economics, education, geography, history, nursing, law, literature, politics, and sociology.

In addition to the graduate degree programs, the University of Miami established in 1984 a North-South Center also within the Graduate School for International Studies. Though very new, the Center has an ambitious agenda for activities in three areas: research, service and training. The Center sponsors scholarly research, organizes conferences and seminars on contemporary topics and engages in a publication program that includes occasional papers and monographs, and editorial and production responsibility for a number of scholarly journals. It is intended that the Center will serve as a resource to Greater Miami, the state of Florida, the United States, and the other nations of the Western Hemisphere. The Center will have a strong Latin American focus but will not limit its activities to the Western Hemisphere.

These three programs represent the strongest hemispheric policy studies centers already existing within the State. Although it does not have a policy studies center, special mention should be made of Miami-Dade Community College because of its extensive involvement with other hemispheric countries. In particular, Miami-Dade enrolls a large number of students from the hemisphere. It also offers language training, vocational and technical training and members of its faculty serve as resources to the greater Miami area in a broad range of hemispheric activities.

Four other hemispheric studies centers exist at Florida institutions. Florida State University offers a B.A. degree program in Latin American and Caribbean Studies, which was established in 1969. The faculty is interdisciplinary and includes professors of modern languages, history, philosophy, economics, international education, foreign language education, music, sociology and business. Two or three degrees are awarded, on the average, each year.

The University of Central Florida offers two programs that lead to certificates or minors in Canadian and Latin American studies. The Canadian Studies Program was established in 1982 and offers both a certificate and a minor. The program's 11 faculty affiliates have varied academic backgrounds, that include political science, history, anthropology, engineering, French, English, and criminal justice. Approximately, two or three students receive certificates and the same number minor in Canadian Studies each year. In 1983, the Latin American Area Studies program was established to allow students to minor in Latin American Area Studies. This program also has 11 affiliate faculty members from the College of Arts and Sciences. Five students have minored in Latin American Area Studies since the program was established; ten students are currently enrolled in the minor.

Nova University offers a Certificate Program in Latin American and Caribbean Studies. The certificate program was established in 1982. All Nova students are required to take one course in Latin American and Caribbean Studies and approximately three to five percent take enough courses to receive a certificate.

**Other Hemispheric Center-related Activities**

Florida's public and private universities and colleges are engaged in a large number of hemispheric activities that encompass a variety of academic and professional disciplines though not housed in policy studies centers per se. The 1984 international education directory published by the Florida Department of Education listed over 50 such activities in Florida. The large numbers of programs preclude any comprehensive listing. The following descriptions are offered only to suggest the scope and diversity of these institutional activities in Florida.

The Florida State University's Panama Canal Branch was established in 1957 by Florida State University in conjunction with the Department of Defense. It offers bachelor degree programs in three areas: social sciences, international affairs, and inter-American studies. Classes are taught by permanent faculty, rotating faculty from Florida State University, and adjunct faculty. At the present time, the Center has an enrollment of approximately 700 students, 50 percent of whom are military personnel and 50 percent are civilians.

Florida International University's International Banking Center offers conferences, seminars and courses for banking officials on foreign exchange, rate forecasting, legal aspects of international banking and the financing of foreign trade. The major involvement is with Latin America and Caribbean nations.

The University of Florida Center of Tropical and Sub-Tropical Architecture, Planning and Construction conducts cross-national research dealing with design, planning and construction in tropical regions. The Center is involved in an array of research and educational activities.
Biscayne College Caribbean Initiative Middle Management Training Program involves the training in management of up to 40 people a year.

The University of Miami offers technical assistance in oceanographic observation in Educador and Peru. The program is designed to develop participants' capability to take standardized calibrated oceanographic observations.

Miami-Dade Community College offers technical assistance, research and service to Latin American and Caribbean countries in the areas of export/import and international trade through its Foreign Trade Institute.

Santa Fe Community College runs a training project in electronics technology for Mexicans.

The University of South Florida's Colleges of Medicine and Public Health in 1986 co-sponsored an international conference, including representatives from Latin America, on the effects of hypertension on the elderly.

Valencia Community College, in cooperation with the Florida-Costa Rica Institute, presented an exhibit of art by art faculty from Costa Rica in 1986.

## C. ANALOGOUS CENTERS NATIONWIDE

The legislative charge to the Commission specifically directed the Commission to determine the viability of a proposed center, to provide a description of the most efficient means for operating the center and to analyze the costs. To do this, the Commission gathered information on existing area studies centers that might provide useful analogies for the proposed hemispheric center. Four existing centers were identified as similar to the proposed center either in purpose or administrative and fiscal structure. The four were analyzed in regard to the history and purpose, constituencies served, activities, governance, staff and funding. The following is a description of the four centers.

### Institute of the Americas

The Institute of the Americas in San Diego was inaugurated in 1984. It was conceived by a Latin American-born United States businessman -- Theodore E. Gildred. Its overall purpose is to facilitate communication, understanding, and cooperation among the peoples and nations of the Western Hemisphere. It does not advocate any viewpoint and although it embraces democratic values, it is politically neutral.

Location - An agreement was reached with the Regents of the University of California to locate the Institute on the University of California's San Diego (UCSD) Campus. The agreement provides for the Institute to operate as an independent, non-profit entity with its own staff, budget, programs and board of governors. However, the agreement also provides for the University's Latin American-oriented academic programs to be housed in the Institute's building. The Gildred Foundation, through the Institute, has endowed three chairs in Latin American studies at UCSD.

Constituents - About a thousand persons attend Institute activities each year, including teachers, journalists, business executives, labor, religious and civic leaders as well as foundation officers and public officials.

Activities - Forums, workshops, conferences, seminars, panels and publications are sponsored by the Institute. Emphasis is on economic, political, and social development issues. A unique aspect is that activities are oriented toward the educated lay person, as opposed to the specialist, so presentations and publications are in nontechnical language. Several activities, including an ongoing project for public school teachers, have been undertaken in co-sponsorship with other organizations. In addition, the Institute sponsors frequent exchanges involving distinguished visiting scholars, diplomats, and politicians from other American countries.

Governance - The Institute is governed by a 13-member board of governors, who are from the U.S. and Latin America. They serve four year terms but may not serve more than two consecutive terms. The present board chooses future members. The chairman of the board is Theodore Gildred. The Board of Governors establishes overall Institute policy, but the president and vice-president make programmatic decisions.

Staff - Staff is comprised of seven full-time and two part-time employees. The president is chosen by the board. He in turn hires the vice-president, accountant, executive assistant to the president, assistant to the vice-president, project associate, program associate and two secretaries.

Budget and Funding - At the present time, the Gildred Foundation finances the Institute. However, a development program is in progress to make the Institute self-supporting. Information about the budget was not made available.

**The Woodrow Wilson International Center for Scholars**

Created by the U.S. Congress in 1968 as an official memorial to Woodrow Wilson, its purpose is to bring together scholars from a wide variety of professions and backgrounds for sustained periods of scholarly research and writing. The Center began operations in 1970.

Location - The Center is located in Washington, D.C., in the original Smithsonian Institution Building on the Mall between the Washington Monument and the Capitol. The facilities include meeting rooms, a dining room, and a reference library. An extension to the Smithsonian is being constructed which will provide an auditorium and other meeting rooms.

Constituents - About 35 men and women of intellectual distinction come from all over the world each year as fellows of the Center and engage in scholarly research and writing.

Activities - Fellowship grants are awarded in one broadly defined program (i.e. History, Culture, and Society) and in seven more focused programs which may be related to particular areas of the world or topics that the Board of Trustees has chosen to emphasize. Fellows are expected to produce major essays or books. Activities include research, writing, discussions, symposia, lectures and publications.

Governance - The Center is an independent entity, administered by a 16-member Board of Trustees. Eight are from the private sector and eight hold public offices. The private members are appointed by the president of the United States and serve staggered terms. Board members are often reappointed by new presidents. The public members are: the Secretary of State, Secretary of Health and Human Services, Chairperson of the National Endowment of the Humanities, Secretary of the Smithsonian Institutions, the Librarian of Congress, the Archivist of the U.S., the Director of the U.S Information Agency, and one member chosen by the President of the U.S. from within the federal government. The President appoints both the chairman and the vice chairman from among the members of the board chosen "from private life."

Staff - The staff is composed of a Director who responds to the Board of Trustees. He in turn appoints Center staff: deputy director, associate director, a program secretary for each of the eight center programs, professional librarians, and research assistants and work-study students from Washington, D.C. universities.

Funding - Congress intended the Center to be a joint public/private enterprise. Thus support comes from foundations, corporations and individuals as well as annual appropriations from Congress. For 1984-85, federal funds amounted to $2,674,000. Total revenues were $7,353,532.

**East-West Center**

The East-West Center was established by the United States Congress in 1960 to promote better relations and understanding among the nations and peoples of Asia, the Pacific and the United States through cooperative study, training, and research.

Location - Congress and the Department of State selected Hawaii as the site for the East-West Center because of (1) its climate, (2) its geographical location, and (3) its resident citizen population of broadly composite character. The Center is located on a 21-acre campus adjacent to the University of Hawaii in Honolulu. Although it is an independent entity, it maintains a close and cooperative relationship with the university. For example, the Center's staff and participants have access to the university's libraries, computer center, and other resources.

Constituents - Each year approximately 2,000 students and researchers of diverse, cultural, political and professional backgrounds have access to the facilities of the East-West Center. Some are degree students, enrolled in graduate studies at the University of Hawaii; others are research fellows who work on specific Center projects. An additional 1,400 scholars, professionals, and government officials attend conferences and workshops sponsored by the Center in Hawaii and throughout the Asia-Pacific region. The Center provides awards and grants to scholars and students at a ratio of one American to two Asian/Pacific.

Activities - The research conducted at the Center is problem oriented. Scholars study and seek solutions to regional social, economic and cultural problems in four institutes -- (1) Culture and Communication, (2) Environment and Policy, (3) Population, and (4) Resource Systems -- and in one specialized program, the Pacific Islands Development Program. Institute research topics are selected through examination of regional needs by Center staff and specialists from Asian and Pacific nations. The Pacific Islands Development Program addresses requests by a group of eight heads of government who comprise the Standing Committee of the Pacific Islands Conference, a regional heads-of-government organization. The Center's numerous publications include journals, newsletters, and an annual Catalog of Program Activities.

Governance - The Center is governed by an 18-member board of governors. Five members, (residents of Hawaii) are appointed by the Governor of Hawaii and five others are appointed by the United States Secretary of State. Three are ex-officio members -- the Governor of Hawaii, a representative of the U.S.

Information Agency, and the President of the University of Hawaii. The remaining five are elected by the members of the board. The 15 official members serve staggered three-year terms. The Board of Governors meets twice a year -- once in Hawaii and once in a participant country. The Board establishes Center policy and chooses its president, who serves at the will of the Board for an indefinite term. The president chooses other Center staff, including the directors of the institutes, who also serve for indefinite terms.

Staff - The Center has a staff of approximately 250 persons. These include the President, a Vice President for Administration and Corporate Treasurer, a Dean of Student Affairs and Open Grants who manages the recruitment, orientation and activities of student participants and oversees the open grants and alumni programs, a Corporate Secretary, a Director of Public Affairs, five institute directors and program staff for each institute.

Budget and Funding - When the bill that created the East-West Center was introduced in Congress in April of 1960, it did not include a request for funds. However, in June of that same year President Eisenhower submitted to Congress a request for a one-time appropriation of $8,300,000. Congress not only increased that amount but provided assurances of future funding.
The East-West Center currently has an annual budget of approximately $22,000,000, over three-fourths of which is provided by an annual congressional appropriation. Additional support comes from 25 Asian and Pacific national governments as well as private foundations, public agencies, corporations and individuals. In 1983 the East-West Foundation was established to seek financial support from the private sector.

**Center for Advanced Studies of the Americas (CASA)**

The Center was founded in 1984 by the Consortium of Washington Universities (which has existed since 1960 and is composed of American, Catholic, George Washington and Georgetown Universities), the Organization of American States (OAS) and the Inter-American Development Bank (IDB). Its purpose is to provide a center for inter-American studies that focuses on policy issues. It accomplishes this goal by linking the academic, diplomatic and business international communities of Washington, D.C.

Location - CASA is located in downtown Washington, D.C. in a renovated mansion that is adjacent to the OAS General Secretarial Building and just a few blocks away from the IDB and the World Bank. The choice of location was determined by its centrality and the availability of an attractive and functional building. It was decided that CASA should not be housed at any of the Consortium university campuses to ensure its neutrality.

Activities - Through an academic committee comprised of representatives of the consortium universities, CASA coordinates the following activities for the benefit of the graduate and undergraduate students enrolled in the four universities: curriculum development and research on inter-American studies, internships for students in international organizations, study abroad, and visiting scholars, conferences, and seminars.

Governance - CASA is administered by an eight member Board of Trustees including one representative each of the four consortium universities, (usually the Academic Vice Presidents), OAS, IDB, plus the Executive Director of the University Consortium and the Executive Director of CASA. They serve for indefinite terms. The by-laws establish that the Executive Director of the University Consortium shall be the chairman of the Board of Trustees. The Executive Director of CASA is named by the Board of Trustees and responds to them. Most decisions regarding programs are made by the Academic Committee (comprised of representatives of the four universities). The Board of Trustees only approves decisions that have to do with fiscal matters.

Staff - There are three paid staff members: Executive Director, Director of Administration, and a secretary. Other personnel are provided by the consortium universities.

**D. AVAILABILITY OF FEDERAL FUNDING**

Initial interest in a hemispheric (or North-South) studies center in the early 1980s was stimulated by the possibility of substantial amounts of federal funding being available. Analogies were made with the East-West Center affiliated with the University of Hawaii where the federal government provides approximately 75 percent of the $22 million yearly budget. However, staff interviews with representatives of the federal agencies that oversee such programs failed to substantiate any current discussions of federal initiatives along these lines.

## III. ANALYSIS OF FEASIBILITY OF ESTABLISHING A HEMISPHERIC STUDIES CENTER IN FLORIDA

### A. INTERVIEWS WITH REPRESENTATIVES OF BUSINESS, GOVERNMENT, ACADEME AND SOCIAL SERVICES

In November and December, staff undertook a series of structured interviews with representatives of interested parties to ascertain the perceived need for a hemispheric policies center in the State. Those interviewed included representatives of the Greater Miami Chamber of Commerce, Florida Association of Volunteer Caribbean Agencies, legislative leaders and staff, selected colleges and universities and the Commission on International Education, Representatives of eight hemispheric countries were interviewed: Brazil, Canada, Haiti, Honduras, Costa Rica, Jamaica, Panama, and the Dominican Republic. The interviews lead to the following findings:

1. Need exists for a better understanding of the interrelations between the United States and other hemispheric countries. Most people interviewed expressed concern that the magnitude and importance of the interdependencies among the hemispheric countries was not widely understood or appreciated.

2. Improved relations and understandings between the United States and other hemispheric countries is an important condition for facilitating further economic development in Florida with other countries in the hemisphere.

3. Substantive areas in which profitable exchanges of information or policy development could occur were: political issues, developmental issues, export/import policies, tropical agriculture, tropical medicine, tourism, telecommunications, foreign policy and public health.

4. The functions and purpose of any new policy studies center should be closely defined to prevent duplication or overlap with the existing public and private sector agencies involved in hemispheric affairs.

5. The structure and location of the proposed center should be designed to encourage full participation of representatives of other hemispheric countries.

6. Florida should take a leadership role in developing relations between United States and Latin America and the Caribbean.

7. Any proposed center should draw upon the resources of the academic community but not be dominated by it.

8. One important function of a state hemispheric policies study center would be its assistance to the Legislature in better defining state policies toward the hemisphere and Latin America and the Caribbean in particular.

9. While it is understood that much of the focus of a Florida-based hemispheric policies center would be toward Latin America and the Caribbean, the importance of Canada should not be overlooked both because

of the direct ties as realized in the large number of Canadians residing in and vacationing in Florida but also because of Canada's historic role as a broker in political affairs between the United States and Latin America and Caribbean countries.

**B. CONSULTANT'S REPORT**

Dr. Susan Purcell of the New York-based Council on Foreign Relations was engaged as a consultant to assist the Commission in determination of need for a hemispheric center. The Council on Foreign Relations is a private membership organization engaged in public policy studies in the area of foreign relations. Dr. Purcell is Director of the Latin American program. She also served as a professor in the Latin American program at the University of Los Angeles. She was selected as a consultant based on her distinction as a policy analyst, her current association with a public policy-oriented organization and prior experience with academic area studies programs.

She was asked to focus particularly on two aspects of the Commission's deliberations. One aspect is the portion of the hemisphere comprised of Latin America and the Caribbean. Though the Commission remains cognizant of the importance of other hemispheric countries such as Canada, it was determined that it was in this area that Florida has the greatest opportunities and responsibilities. Secondly, she was asked to concentrate particularly on the question of linkages between the business and academic communities and whether unmet needs existed in that area.

In preparing her recommendations, she interviewed representatives of the private sector in Miami during November 1986. These included commercial bankers as well as officials of the International Center of Florida, the Beacon Council and the Greater Miami Chamber of Commerce. She also spoke with a representative of the Florida Department of Commerce and with the Director of Development of the City of Miami. She interviewed over the telephone professors and academic administrators affiliated with area studies programs at selected institutions in Florida: Florida International University, the University of Florida, the University of Miami and Miami-Dade Community College.

She had available for review a number of studies evaluating existing resources in Florida in the area of international education. These included 1) the 1986 Board of Regents' review of area studies in Florida's public institutions of higher education, 2) the study commissioned by the International Center proposing a Center-Campus Cooperative Program involving the University of Miami and Florida International University and 3) the directory of international education resources in Florida, published by the Florida Department of Education and dealing with both public and private institutions.

The Commission staff also prepared for her use descriptions of centers that might serve as useful models or provide ideas for a potential hemispheric center in Florida. These centers included the Americas Society and the Asia Society in New York, the Institute of the Americas in San Diego, the East-West Center in Hawaii and the Wilson Center and the Center for the Advanced Study of the Americas (CASA) in Washington, D.C.

According to her report, a clear consensus emerged over the importance of Florida's role in linking the United States and other industrialized countries with Latin America and the Caribbean from interviews with private sector representatives.

> Florida's ties to and involvement with Latin America and the Caribbean would continue to grow. Florida would continue to occupy a unique position, as an important link between the hemisphere and other parts of the United States. The Caribbean Basin Initiative, which allows duty-free exports to enter the U.S. from the Caribbean Basin, also meant that Florida would increasingly serve as a link between Western Europe, Southeast Asia and Latin America. The large Hispanic population in the Greater Miami area, which is beginning to expand into other areas of the state, reinforced the argument that Florida's ties with Latin America and the Caribbean would grow stronger. The bilingual labor force also made Florida particularly attractive for companies doing business with Latin America.

She concluded that Florida had "a need and responsibility" to continue developing its resources and capabilities to enable the state to keep pace with the growing economic, financial, and cultural ties between Florida and the rest of the hemisphere.

Given that background, the next question was whether a hemispheric center was an effective and cost-efficient way to fulfill that "need and responsibility", particularly given the existence already of a number of private sector and academic entities involved with Latin America.

> There was considerable support from both the academic and private sector communities for creating some kind of new program or institution that would be neither purely academic nor purely business-oriented but might, instead, draw upon strengths of, as well as link, both communities. It was generally considered more likely that a new entity would prove more innovative and dynamic and its leadership more highly motivated than would be the case if additional funds were simply made available to existing programs.
>
> The private sector representatives felt strongly that the business community did not need another business-oriented organization focused on Latin America. They also felt that a hemispheric center should not be an academic institution but should instead help make Florida's academic institutions more relevant to the growing needs of the business community.
>
> The academics interviewed shared many of the views of the private sector representatives. They too did not want another strictly academic center or one that catered only to the interests of the private sector.

The representatives of the private sector felt that a new hemispheric center could make a useful contribution by informally coordinating and diffusing information about the activities of the academic and private sector communities involving Latin America and the Caribbean. This would help avoid overlaps in scheduling and duplication of activities. Anything more ambitious, they stated, would quickly become part of the problem -- that is, another institution to be coordinated.

The academics tended to agree. Like their business counterparts, they favored a loose coordinating mechanism that would avoid wasteful duplication of effort and keep the academic community better informed of activities involving Latin America and the Caribbean.

While none of the academics wanted a hemispheric center that would have strong coordinating authority, their visions of what such a center might do differed. At one extreme was a center that would perform minimal coordinating functions. These included keeping a calendar and coordinating grant-getting activities. By pooling the talent and resources of a number of institutions, the center could put together stronger grant proposals than any one institution might do by itself. At the other end of the spectrum was a vision of a new center in a new building that would not only coordinate existing programs but also sponsor new ones. It would raise funds to do its own research, bring in visiting scholars and even offer courses for academic credit. Those who envisioned such a center, however, were under no illusions regarding its financial feasibility at present and were willing to lend their support to the establishment of a more modest center until additional funding became available.

On the questions of funding, most persons interviewed expressed some skepticism about the availability of large sums of money to support a major hemispheric studies center from either the federal government or the state government.

On the question of location, Miami was repeatedly cited as the preferred location because its involvement with Latin America and Caribbean trade and commerce and because of the high concentration of Hispanics and migrants from the English-speaking Caribbean. Dr. Purcell noted that if the center were flexibly organized, it could sponsor activities in other areas of the state as well.

Dr. Purcell's analysis included a review of the suitability of existing centers or institutes in other states to serve as models.
The East/West Center in Hawaii which had served as a model for the initial proposal for a Florida hemispheric center did not, however, seem a suitable model for Florida for a variety of reasons. It was created in the 1960s, when federal funds for higher education were plentiful. Its operating budget

exceeds $20 million per year, and until recently, it depended mainly on federal funds. Were Florida to create a hemispheric center, it could not receive comparable federal funding. Furthermore, there would be considerable problems with locating the center on the campus of one of Florida's major universities, to the exclusion of the others.

The institution that seemed most relevant to Florida's situation and needs was CASA, the Center for the Advanced Study of the Americas, in Washington, D.C. It is mainly a coordinating institution, although it continues to expand its programs and activities. Its affiliated academic institutions, however, are all located in the Washington, D.C. area. This would not be the situation in Florida, where colleges and universities from the entire state might be involved with the hemispheric center.

CASA publishes a calendar of events covering not only affiliated institutions, but all institutions in the Washington area whose activities might be of interest to CASA's constituents. It publishes a newsletter that includes information about events in Latin America sponsored by institutions that have established ties with CASA. It sponsors certificate programs in both Latin American and U.S. studies.

CASA also functions as a clearing house for internships available at other institutions in Washington, D.C. It has a special relationship with the Inter-American Development Bank and the Organization of America States, both of which are represented on its Board. A hemispheric center in Florida could play a similar role in placing U.S. or Latin students in local businesses or with government institutions on the state and local level. CASA has a number of collaborative arrangements with universities and think-tanks in Latin America.

CASA at present is located in a building that is separate and independent from the academic institutions whose programs it coordinates. Initially, however, CASA rented space elsewhere. It has a Director and a very small staff, which also makes it an attractive model for Florida.

Based on the above information and findings, Dr. Purcell made the following recommendations.

> On the basis of the conversations and background reading, I believe that Florida could profit substantially from the creation of a hemispheric center. At a minimum, such a center could usefully coordinate the multitude of programs and activities sponsored by Florida's academic institutions and private sector organizations. Such coordination would involve the center's serving as a kind of clearing house that would publish a monthly calendar of events involving Latin America and the Caribbean. The performance of this minimum service would help strengthen cooperation between the academic and private sector institutions and help both avoid wasteful overlap of activities and make better use of limited resources.
>
> The very strong and growing links between Greater Miami and Latin America and the Caribbean argue for initially establishing the center in southern Florida. The logic of this conclusion is reinforced by the already

strong Latin American programs at both Florida International University and the University of Miami. The large number of students from Latin America and the Caribbean participating in programs at Miami-Dade Community College further enhances the attractiveness of Greater Miami as a location for a hemispheric center.

Other academic institutions in the state would not necessarily be penalized by locating the center in southern Florida. The University of Florida, which has the state's only Title VI Latin American Center, could profit from the establishment of a center that would give it increased access and opportunities for expanding its involvement with the business and academic communities in southern Florida. The same would hold true for other academic institutions outside of the Miami area.

The establishment of the center in Miami would not preclude its sponsoring programs in other parts of the state. If the Orlando/Tampa area becomes more involved with Latin America and the Caribbean, or if the Hispanic population there continues to grow, the activities of the center could be decentralized to accommodate the changing reality.

Beyond coordination, however, the center could follow the lead of CASA and offer certificates of Latin American or U.S. studies, based on a program of courses that would group together the best courses offered by Florida's universities and colleges dealing with Latin America or the U.S. The University of Florida, for example, is particularly strong in agriculture while Florida International University is strong in business and the University of Miami in international relations. Several of Florida's smaller colleges also have specialities that could become part of the center's certificate programs as well.

Initially, the center could rent space in downtown Miami and then try to find a permanent home in a separate building. It would not need a large staff. It could be run by a director, who should not be an academic but an individual with business and/or government experience, administrative expertise and a familiarity with Latin America.

The director could be aided by two different kinds of advisory councils. One could be representative of the variety of interests in the state and could oversee the general programs and activities of the center. The other could be a traditional academic advisory board that would set the rules and standards for the granting of certificates of Latin American or U.S. studies, using criteria similar to those used in accrediting courses for degrees in Florida's various universities and colleges.

The center could also coordinate grant proposals, pooling the resources in the state in order to better attract the attention of governments and foundations. It could also sponsor internship programs that would place students in government and private sector institutions.

But perhaps the most important contribution of an hemispheric center would be to focus attention on Florida's growing role as a link between Latin America and the U.S. and to provide the dynamism, new ideas and directed focus that are needed.

Florida must maintain its special relationship with Latin America and the Caribbean. A hemispheric center that would support and strengthen the growing ties between Florida's academic and private sector communities as well as the links between each and their counterparts in Latin America and the Caribbean is becoming increasingly necessary if Florida is to fulfill its international potential. California, another state with strong and growing relations with Latin America, has devoted far more resources to this end than Florida. Where Florida has only one Title VI Latin American Center, for example, California has several. And while Florida lacks a hemispheric center, California has the new Institute of the Americas as well as many more programs attached to its universities that involve Latin America.

The center that is being proposed could begin with a modest amount of state funding. This could slowly be expanded as resources and conditions permitted. Yet this modest initial investment could constitute the critical mass that would enable the center to mobilize additional funds from sources inside and outside the state.

Most important, the center would be flexible and could grow with the needs of the state, taking on new functions and discarding old ones as the situation required. It could grow to keep pace with the demands and opportunities available and cut back when conditions warrant retrenchment. In sum, a hemispheric center would give Florida the best of all worlds -- an institution that would enable the state to make use of existing resources and attract new ones, while providing substantial flexibility to adjust to changing needs and circumstances.

The staff interviews and consultant's report both registered need for a hemispheric center in Florida which would serve to promote economic development and other ties between the State of Florida and other hemispheric countries. Need was established for a center that would link the business and academic communities and assist in the dissemination and coordination of activities in Florida involving hemispheric countries. It was determined that a center would help focus and mobilize better the resources already existing in the State's academic communities.

## IV. FINDINGS AND RECOMMENDATIONS

Based on the background information, public testimony, and the observations of the consultant, the Commission arrived at the following conclusions.

There exists continuing and at times alarming political and economic uncertainty in the Western Hemisphere. As noted in the Kissinger report on Central America, many Latin American countries are experiencing profound financial problems with a lowering of already low standards of living. Political uncertainty in the region is creating a security and political problem for the United States. At the same time, Florida is benefitting from increasingly strong trade and financial interactions with other countries of the hemisphere making hemispheric commerce one of the strongest sectors of Florida's economy and offering extremely promising opportunities for future growth. Because of its cultural, economic, demographic and geographic ties, Florida is disproportionately impacted by events in the hemisphere, particularly in Latin America and the Caribbean. To that extent, Florida has the opportunity and the responsibility to exert a leadership role in policy development in relation to other countries and to the United States government.

The public and private higher education institutions in Florida constitute an important and varied set of resources for activities related to the hemisphere. However, at present, these resources are not being utilized as profitably as possible to address problems of hemispheric relations or to support the growth of Florida's international business community. The largest existing hemispheric policies center in the State, the University of Florida Center for Latin American Studies, with the most extensive and diversified set of resources, is in the northern part of the state and has not traditionally had close ties with the South Florida international business community. The two institutions of higher education in Miami with important hemispheric centers, Florida International University and the University of Miami, together constitute an impressive array of expertise. However, cooperation between the two Miami institutions and between them and the University of Florida has not been optimal in the past. Furthermore, the smaller but nevertheless important resources of other educational institutions in the State have not been drawn upon as fully as possible. A mechanism that would make better use of the strengths of all the institutions while minimizing academic rivalries would make more profitable use of the considerable public and private sums already being expended to support these academic programs.

The Commission concludes that the establishment of a hemispheric studies center in Florida would be of significant benefit to the State by providing support to strengthen the increasingly important international business sector in Florida and by making better use of state resources already dedicated to the academic sector. The consultant, who was charged specifically with interviewing representatives of Florida's business sector, confirmed that a hemispheric center would "help strengthen cooperation between the academic and private sector institutions and help both avoid wasteful overlap of activities and make better use of limited resources."

The Commission in its deliberations reviewed other sectors besides the commercial and financial and likewise found opportunities for improving Florida/hemispheric relations in areas such as development issues, immigration policies, tropical agriculture, tropical medicine, tourism, telecommunications and public health.

The purpose of the Center should be to serve as a clearinghouse for information and activities dealing with hemispheric relations within the State. It would also serve to aid in the coordination and prioritizing within the State of policy studies addressing intellectual, commercial and cultural issues confronting the Western Hemisphere. Emphasis should be on developing and facilitating cooperative activities and resource networks involving the business, academic and other communities such as needs assessments, the development of professional and technical training programs, the analysis of factors involving hemispheric economic development and the pursuing of external funding for academic or community-based activities. Timely announcements and comprehensive scheduling of related activities within Florida would be facilitated by the clearinghouse. Activities and areas of interest should be those relating specifically to Florida and its interaction with other hemispheric countries. It should maintain close ties with the Departments of State and Commerce and coordinate its activities with those of the Commission on International Education.

The Center's organizational structure should be designed to facilitate its goals. The Center should be a not-for-profit corporation with a Board of Directors appointed by the Governor and an Executive Director appointed by the Board. The Board of Directors should be drawn from the public-at-large and from other hemispheric countries. Representatives of the professional, business, academic, governmental, and health and human services communities in Florida and in other hemispheric countries should be appointed to the Board. The Center should be free of ideological bias in its policy studies activities. To ensure the full employment of the considerable resources of Florida's public and private educational institutions in the activities of the center, the Director should chair a permanent task force consisting of representatives of the higher education institutions with significant expertise in and commitment to hemispheric affairs. The task force should be a working group to advise the Board and staff in the areas of policy studies coordination and program implementation. The Board of Directors should establish criteria for eligibility for membership on the task force. The Center should provide support for the Florida/Latin American Institute linkage programs through the sharing of information and cooperative activities.

The location of the center should be in Dade County. Because of the large international business community, the extensive Hispanic community, and the familiarity of people from other countries with the Miami area, Dade County would serve as the best site for such a center. However, activities of the center could be held in other parts of the State as appropriate.

The level of state funding should be modest but sufficient to provide ongoing support for professional and clerical staff and to underwrite the costs of a clearinghouse function. The Commission does not recommend funding for a "major" hemispheric center using the East-West Center model involving large permanent facilities and multi-million dollar operating budgets. A more

useful analogy would be the Center for Advanced Studies of the Americas (CASA) in Washington, D.C. that has an annual budget of $200,000.

State funding for the Center should occur in two phases. An initial appropriation should be made to provide for the start-up costs and staffing to include a Director and a secretary. Working with the Director, the Board should develop a detailed plan of action for the Center with a supporting schedule and implementation budget and submit it to the Legislature the following year. The State should support the operational costs of the clearinghouse function but other sources of support should be sought for programmatic activities.

The following budget is recommended for the first year:

**PLANNING YEAR**

**PROPOSED BUDGET**

| | |
|---|---|
| **Personnel** | |
| Executive Director | $60,000 |
| Secretary | 15,000 |
| Benefits (24%) | 18,000 |
| **Travel** | |
| Board | $15,000 |
| Staff | 5,000 |
| **Rent** | $10,000 |
| **Other Personnel Services** | $5,000 |
| **Other** | |
| (Supplies, telephone, printing, miscellaneous) | $12,500 |
| **TOTAL** | $140,500 |

One source of funding for additional administrative and start-up costs or for programmatic activities is the Postsecondary Education Cooperation Trust Fund. This state-funded competitive grants program was created to encourage cooperative activities among postsecondary institutions and with business and industry in Florida.

The Center should not be located at a site associated with any one academic institution. A site that is accessible to business and professional people and accessible to visitors from other hemispheric countries should be selected.

The Commission disagreed with the consultant about authorizing the center to grant certificates to students taking courses at the affiliated institutions. Because of Florida's strong articulation policies, students have traditionally been able to transfer credit well even among public and private institutions.

Furthermore, the Commission voiced concern about emergence over time of an autonomous academic institution with degree-granting authority. Degrees and certificates in hemispheric studies should continue to be granted by the existing institutions.

Such a center, as envisioned, would be flexible enough to grow under strong leadership into a major hemispheric center if need for one became evident in the future. Likewise, such a Center would be competitively poised to attract federal funding for a major hemispheric studies center if funds became available in the future.

The Commission finds the establishment of a hemispheric studies center affiliated with a consortium of public and private institutions of higher education to be both feasible and desirable and therefore makes the following recommendations:

1. A Hemispheric Studies Center should be established to serve as a clearinghouse for information and activities dealing with hemispheric relations within the State. It would also serve to aid in the coordination and prioritizing within the State of hemispheric policy studies addressing intellectual, commercial and cultural issues confronting the Western Hemisphere. Emphasis should be on developing and facilitating cooperative activities and resource networks involving the business, academic and other communities such as the development of professional and technical training programs and the analysis of factors involving hemispheric economic development. Timely announcements and comprehensive scheduling within Florida would be facilitated by the clearinghouse. Activities and areas of interest should be those relating specifically to Florida and its interaction with other hemispheric countries.

2. The Center should draw upon the academic resources of all of Florida's public and private postsecondary institutions in its activities. However, it should not be involved in the direct delivery of credit instruction nor the granting of degrees.

3. The Board of Directors should be appointed by the Governor and should consist of prominent members of the business, professional, governmental, and health and human services communities in Florida, nationally and in other hemispheric countries.

4. The Center should be located in Dade County on a site accessible to citizens from other hemispheric countries and not affiliated with any one academic institution.

5. The Executive Director should chair a permanent Task Force which would constitute a consortium of institutions in Florida with significant involvement in and commitment to hemispheric affairs. The Board of Directors should develop criteria for eligibility for membership on the Task Force. The Task Force should serve in an advisory function to the Executive Director and Board on policy studies coordination and program implementation.

6. The Legislature should appropriate $140,500 to operate the Center for the initial year. The Center should develop a plan of action with a schedule and implementation budget to support a Center as defined in this report. The plan should be submitted to the Legislature the following year.

7. The Department of Education should serve as fiscal agent for the Center and should convene the first meeting of the Center Board of Directors.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer